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ABSTRACT

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and apprizes the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from the North Dakota State Department of Public Instruction; reaction reports from teachers, administrators, and State ESEA Title I personnel; onsite visitations by Title I staff; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (EA)

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ED053469

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 - TITLE 1

NORTH DAKOTA ANNUAL EVALUATION REPORT FOR FISCAL YEAR ENDING

JUNE 30, 1970

Submitted

by

North Dakota Department of Public Instruction

M. F. Peterson, Superintendent

Warren Pederson, Coordinator

EA 003 702

"Buy North Dakota Products"

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I. Basic Statistics

A. Total operating LEA's in North Dakota: 435 (333 eligible)

B. Number of participating LEA's: 294

1. During the regular school terms only: 130

2. During the summer term only: 9

3. During both the regular school and summer terms: 155

C. Number of Title I programs: 269

D. Unduplicated number of pupils participating in Title I programs:

1. Enrolled in public schools: 44,437

2. Enrolled in non-public schools: 4,599

3. Total: 49,036

II. Number and types of visits to LEA's by State Title I personnel:

Planning	75	20%
Program Development	75	20%
Program Operation	165	44%
Evaluation	60	16%
TOTAL	375	100%

Because of the large number of projects resulting from many small LEA's in a sparsely populated state, intensive visitations are not possible to each project. In order to aid in project improvement regional workshops are being planned to bring Title I personnel into centers for help in this area. A state-wide workshop was held for project supervisors to instruct them in the various areas of program improvement and evaluation.

4a Statistical evidence of achievement gains as a result of Title I efforts are very difficult to obtain from all LEA's. What compounds the problem is the lack of expertise in the use of testing and other evaluation tools at the local level. Another problem that exists is the fall-to-fall testing program

that exists in North Dakota. The post-tests generally are administered in the fall following the end of the project. This data is not available until mid-year. Because of this situation a sample of projects which post-tested in the spring were analyzed and are reported below.

A more detailed analysis will be submitted when more post-test data is available. A number of related variables will be included in that summary.

The sample of 30 projects providing data for the following summary is not intended to be representative although it very well may be. The test scores are for the reading sub-tests of the SRA Achievement Tests and Iowa Tests of Basic Skills. The projects as well were all reading in scope.

The average gain on the Gates McGinite Reading Test was 1.26 grade equivalents and .47 more than the months that elapsed between pre and post-testing. The largest gain was at the seventh grade level followed by participants in the third grade. Fifth and fourth grade participants showed the least progress as measured by the Gates McGinite Reading Test. Test data was included for 380 Title I participants. The results of this test is reported in Table I.

TABLE I

Analysis of Pre and Post Test Scores
on the Gates McGinite Reading Test

Grade	Number Projects	Number Participants	Average Pre	Average Post	Gain	Gain in Relation to Months
1	1	5	.78	1.84	1.06	.44
2	11	100	1.57	2.80	1.23	.46
3	8	92	2.32	3.69	1.37	.56
4	10	85	3.19	4.02	.83	.09
5	7	36	3.55	4.61	1.06	.38
6.	8	33	4.41	5.28	.87	.22
7	3	22	4.13	6.79	2.66	2.01
8	2	7	7.55	8.78	1.23	.94
TOTAL		380	2.79	4.05	1.26	.47

Analysis of the SRA Achievement Test scores revealed smaller gains as reported on Table 2. The average grade equivalent gains was .76 of a year which was slightly less than the months that elapsed between testings. The 1.01 gain by second graders was the largest and the gains generally decreased as the grade level increased down to .55 months at the eighth grade. Three hundred and fifty-three participants were included in this summary.

TABLE 2

Analysis of Pre and Post Test Scores
on the SRA Achievement Tests

Grade	Number Projects	Number Participants	Average Pre	Average Post	Gain	Gain in Relation to Months
1	3	27		2.02		
2	8	45	1.83	2.84	1.01	.36
3	9	46	2.54	3.53	.99	.18
4	10	66	3.03	3.90	.87	.03
5	7	52	4.24	4.84	.60	-.20
6	9	61	4.93	5.67	.74	-.25
7	5	31	5.74	6.57	.83	-.37
8	5	25	6.53	7.08	.55	-.56
	TOTAL	353	3.57	4.33	.76	-.07

Results on the reading portion of the Iowa Tests of Basic Skills as reported on Table 3 were very similar to the SRA results. The average pre-test score was a grade equivalent of 4.03 compared to a post test average of 4.86 resulting in an average gain of .83 of a year. Grades 3 and 7 exhibited the largest gains with 1.00 and .98 of a year respectively. The .44 of a year gain by eighth grade participants was the lowest of the six grades including 210 Title I participants. The gains on this test were generally less than the time berween pre and post testing.

TABLE 3

Analysis of Pre and Post Test Scores
on the Iowa Tests of Basic Skills

Grade	Number Projects	Number Participants	Average Pre	Post	Gain	Gain in Relation to Months
3	7	35	2.53	3.53	1.00	.32
4	7	49	3.22	3.92	.70	-.32
5	9	49	3.96	4.73	.77	-.07
6	6	31	4.78	5.61	.83	-.25
7	5	41	5.55	6.53	.98	-.06
8	2	5	5.92	6.36	.44	-.52
	TOTAL	210	4.03	4.86	.83	-.10

Some other statistical data concerning Title I is included as appendix E.

4b. Will be submitted when the more detailed analysis is available.

4c. Will be submitted when the more detailed analysis is available.

5. As a result of Title I the State Department of Public Instruction has become much more aware of their responsibility to assist the LEA's in program evaluation with the purpose of instructional improvement. Since one of the most acute weaknesses, especially in the more rural areas, is reading instruction, the priorities of Title I apply very closely to the overall instructional needs of North Dakota.

A reading specialist has been employed who assists LEA's in program and staff improvement. A director of Research has been appointed to coordinate all research in the department. This was deemed a necessity as the SEA realized its role in the evaluation of federal as well as state instructional programs. In addition, another person has been added in Title I to assist LEA's with program, fiscal, and evaluation details. The coordinator of all research efforts has resulted in a more unified and less duplicative evaluation effort. It is evident that the quality of these efforts will improve greatly in the future.

A concentrated effort is being mounted to improve the competencies of the Title I administrators in the LEA's. This effort was initiated in the summer of 1970 with a two week workshop for these people. A report of this effort is included as appendix A. In 1971 regional workshops are being planned with the same purpose in mind. This effort will be a continuing one to gradually upgrade the local school personnel. Insurance efforts have greatly upgraded the accounting procedures at the local level.

Cooperative Title I efforts have often been the first step in school district consolidation. The cooperation in meeting a student need is often the vehicle for better understanding between previously alienated communities.

In a similar vein cooperation has been initiated between public and non-public schools. Instead of seeing each other as competitors, they are trying to offer better educational experiences for the students in both schools. A statement of agreement has been devised to facilitate cooperation. This document is included as appendix B.

6a. The State of North Dakota operates separate schools for the blind, deaf, delinquent and mentally retarded. Title I funds are used in these schools to augment state appropriations. The other LEA's receive state aid which is general in nature and is used for the disadvantaged as well as other pupils. Residents in a number of counties have noted to tax themselves for special educational services such as speech therapy and education of the mentally retarded.

6b. One of the outstanding examples of coordination among federal programs took place in the Conture and Ingebretson School districts in conjunction with the New School for Behavioral Studies at the University of North Dakota. This project involved Titles I and III funds as well as support from the Bureau of Indian Affairs. A description of the program is included as appendix C.

7. Title I in non-public schools:

Number of projects

Regular year	25
Summer	17
TOTAL	42

Quality:

The quality of programs operated with non-public school involvement was generally the same as the public schools. The needs that exist in the non-public schools are essentially the same as those in the public schools. In a few instances some adaptations have been made to meet special needs.

Joint Planning:

A formal letter of agreement (appendix B) has been initiated by the Department of Public Instruction and has done much to clear up misunderstandings and insure cooperative efforts.

8. Four teacher-teacher aid projects were carried out most involving Indian people, approximately 35 aids were trained and employed. Their training consisted of summer workshops and inservice sessions during the regular year. Their duties were generally of the clerical or supervisory nature although some of the more able assisted in the instructional program. An outstanding example was the project described in appendix C.

9. The Department of Public Instruction required a statement indicating that parents were involved in the projects. The format used is included as appendix D. Most schools utilized existing organizations such as the PTA or PTO. A few formed new groups to meet this need. Many projects used and found quite effective parent-teacher conferences with the disadvantaged.

The Solen School District continued a very successful project which involved students, teachers, parents and the total community during a summer program. Social agencies helped teachers as they worked directly in the homes of disadvantaged students.

TITLE 1 SUPERVISOR'S

Administrators Workshop

SCHEDULE FOR AUGUST 9 - 21, 1970

10

NINETEENTH ANNUAL ADMINISTRATORS WORKSHOP

FOR TITLE I SUPERVISORS

August 9-21, 1970

AN EVALUATION REPORT

The Nineteenth Annual Administrators Workshop was held on the campus of the University of North Dakota in August of 1970. The major purpose of the Workshop was to assist Title I Supervisors in doing a more effective job through improvement of the skills necessary for effective instructional supervision of programs for disadvantaged children.

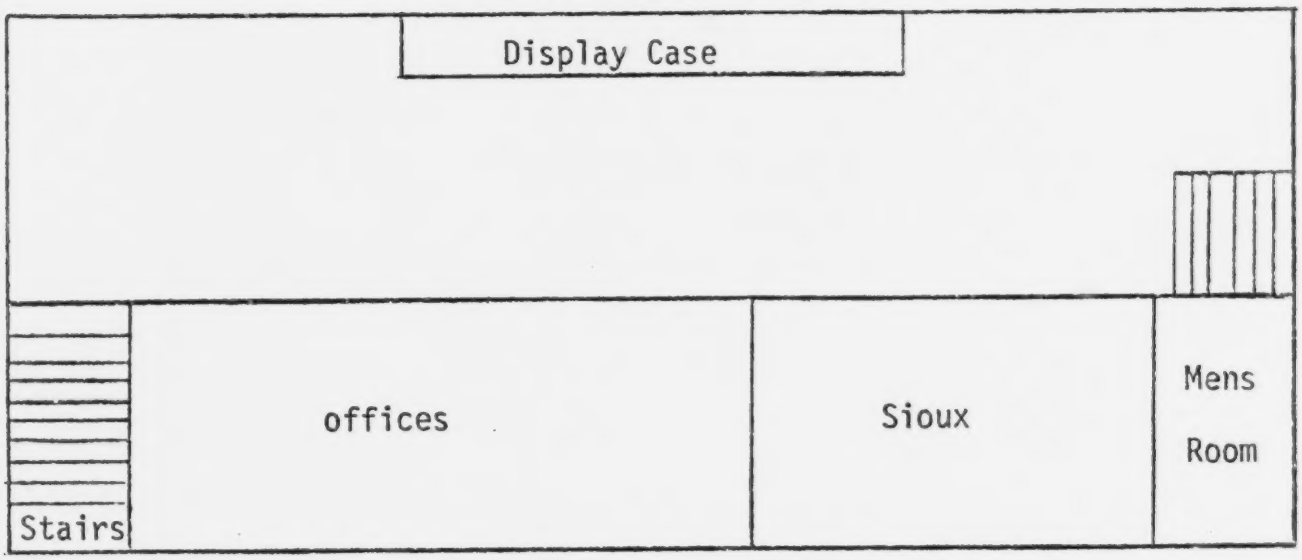
The program was developed cooperatively by the workshop staff and was focused on four areas which seemed particularly crucial in the North Dakota Title I projects; viz., Supervision, Reading, Rural Disadvantaged, and Evaluation.

A copy of the workshop program follows. This will provide the reader with a rather clear idea of the activities which were made available to participants at the conference.

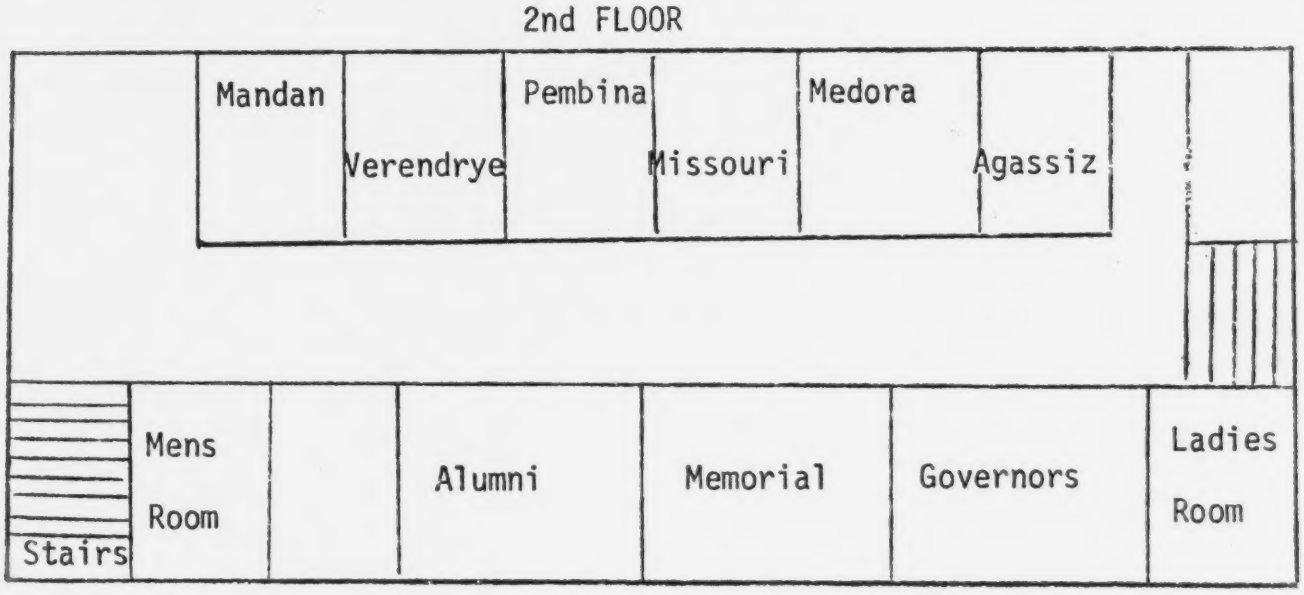
U N I V E R S I T Y C E N T E R

(Same area of 1st, 2nd, 3rd floors)

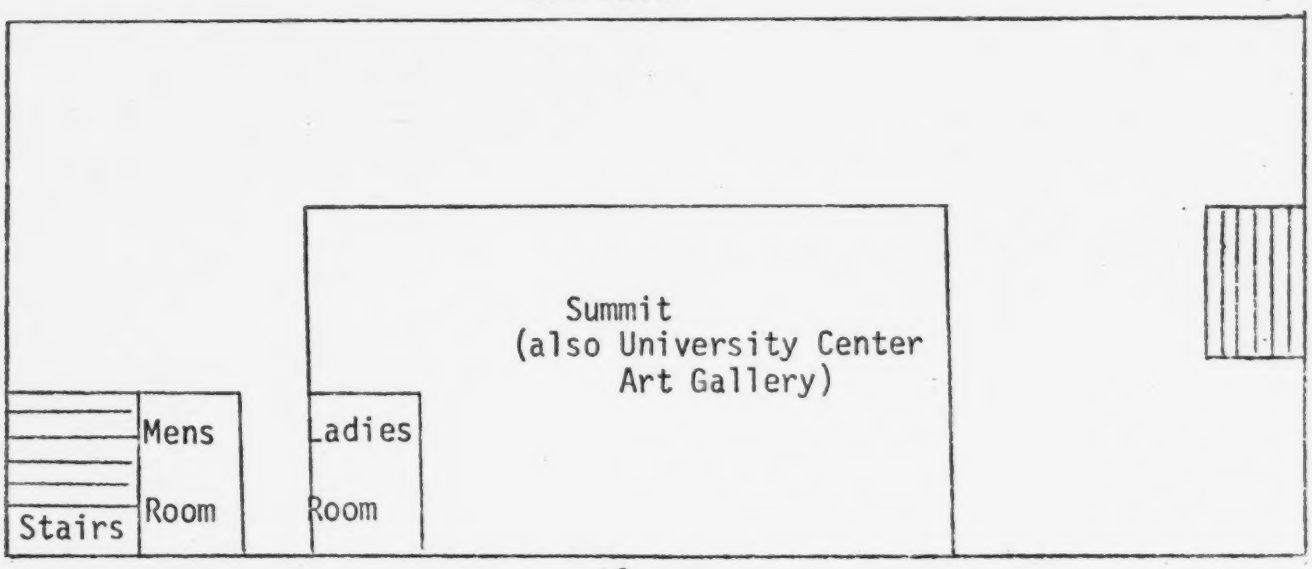
1st FLOOR



2nd FLOOR



3rd FLOOR



2nd Floor - University Center
Stairs
Nakota
(Headquarters)
Lecture Bowl
(Large Group)
Red
(SSIM)
(Lowell
Jensen)
Fireside Lounge
(Coffee Break)
River Valley
Mandan
IA
(SSIM)
Verendrye
(Larry
Harris)
Pembina
IA
(SSIM)
Missouri
(Don
Lemon)
(SSIM)
Medora
(Gary
Adamson)
(SSIM)
Agassiz
(Tom
Johnson)
SSIM - Self Selected Instructional Module
IA - Individual Activity
Stairs
Mens
Room
Coats
(SSIM)
Alumni
(Carl Smith)
Memorial
Governors
Ladies
Room

ADMINISTRATORS WORKSHOP SCHEDULE - MONDAY, AUGUST 10, 1970

8:00 a.m.	BREAKFAST Downstairs Cafeteria - Student Center
9:00 a.m.	Orientation Lecture Bowl - Second Floor, Student Center
9:30 a.m.	COFFEE BREAK AND GET ACQUAINTED Fireside Lounge
10:00 a.m.	Overview of Four Areas: Supervision, Reading, Rural Disadvantaged & Evaluation Lecture Bowl - Second Floor, Student Center
11:00 a.m.	Discussion and Procedures Lecture Bowl - Second Floor, Student Center
11:30 a.m.	Introduction to the Belmont System Lecture Bowl - Second Floor, Student Center
12:00 a.m.	LUNCH Downstairs Cafeteria
1:00 p.m.	Registration River Valley Room - Second Floor, Student Center
1:30 p.m.	Discussion Lemon - Missouri Room - Second Floor, Student Center Projects in supervision; and a discussion of the content for the Self-Selected Instructional Modules (SSIM) for the coming week.
1:50 p.m.	Discussion Smith - Alumni Room - Second Floor, Student Center Overview: Applying data collection techniques and continuous evaluation techniques to a reading process model.
2:10 p.m.	Discussion Harris - Verendrye Room - Second Floor, Student Center Possible projects in reading.
2:30 p.m.	COFFEE BREAK Fireside Lounge - Second Floor, Student Center

(continued)

August 10, 1970 (cont'd.)

3:00 p.m.	Discussion Johnson - Agassiz Room - Second Floor, Student Center
3:20 p.m.	Discussion Adamson - Medora Room - Second Floor, Student Center
3:40 p.m.	Discussion Jensen - Red Room - Second Floor, Student Center General Title I problems.
5:00 p.m.	DINNER Downstairs Cafeteria - Student Center

Administrators Workshop Schedule (Cont'd.) TUESDAY, AUGUST 11, 1970

8:00 a.m.	BREAKFAST Downstairs Cafeteria
9:00 a.m.	Title I Guidelines Warren Pederson - Lecture Bowl
9:45 a.m.	COFFEE BREAK Fireside Lounge
10:15 a.m.	Goals and Means - The Difference Smith - Lecture Bowl Clarification of difference between goals and means. Presentation of criteria for identifying acceptable educational goals and allowing means to be open alternatives.
11:00 a.m.	STRETCH
11:15 a.m.	Writing Behavioral Objectives Johnson - Lecture Bowl Filmstrip presentation on how to write behavioral objectives.
12:00 a.m.	LUNCH Downstairs Cafeteria
1:00 p.m.	Practice Session on Writing Behavioral Objectives Staff - (Small groups) Assigned Rooms
2:00 p.m.	COFFEE BREAK Fireside Lounge

3:00 p.m. 3:20 p.m. 3:40 p.m. 4:00 p.m. 4:20 p.m.	Small group discussion on projects of interest - meet with one or all groups - select a project	STAFF Lemon Smith Harris Adamson Johnson	Assigned Room

5:00 p.m.	DINNER Downstairs Cafeteria

Administrators Workshop Schedule (Cont'd.) WEDNESDAY, AUGUST 12, 1970

8:00 a.m. BREAKFAST
Downstairs Cafeteria

9:00 a.m. A Reading Process Model
Smith and Harris - Lecture Bowl
Presentation of the steps involved in reading. An understanding of these steps is necessary for the teacher to be able to identify where reading performance is breaking down.

9:45 a.m. Writing Behavioral Objectives in Reading
Smith and Harris - Lecture Bowl
Needs must be assessed before good behavioral objectives can be written. Practice given on program objectives.

10:15 a.m. COFFEE BREAK
Fireside Lounge

10:45 a.m. Characteristics of the Disadvantaged
Adamson - Lecture Bowl
Identifying behavioral indices for selection of educational problems.

11:30 a.m. Writing Behavioral Objectives for the Disadvantaged
Adamson - Lecture Bowl

12:00 a.m. LUNCH
Downstairs Cafeteria

Each participant must select one SSIM for the day; however, they may select as many as they desire. During the remainder of the afternoon they may work on individual projects, meet with their advisor, work in the materials laboratory, etc.

1:00 p.m. SSIM - Smith - Alumni Room
3 Types of Remedial Reading Programs. Criteria for making a decision.

1:30 p.m. SSIM - Harris - Verendrye Room
Methods for Teaching Reading. Presentation of the following systems for teaching reading: 1) The Controlled Vocabulary Approach; 2) Language Experience Approach; 3) Programmed Approach; and 4) Individualized Approach.

2:00 p.m. SSIM - Johnson - Agassiz Room
Classification of Objectives. Filmstrip on evaluating objectives.

(continued)

August 12, 1970 (cont'd.)

2:30 p.m.	SSIM - Adamson - Medora Room Role and Responsibilities of Teacher When Working With The Disadvantaged.
3:00 p.m.	SSIM - Jensen - Red Room Title I Finance
3:30 p.m.	SSIM - Lemon - Missouri Decision Making - Part I. Examination of the context in which instructional decisions are made.
5:00 p.m.	DINNER Downstairs Cafeteria

COFFEE AVAILABLE THROUGHOUT THE AFTERNOON AT THE FIRESIDE LOUNGE

Administrators Workshop Schedule (Cont'd.) THURSDAY, AUGUST 13, 1970

8:00 a.m.	BREAKFAST Downstairs Cafeteria
9:00 a.m.	Supervision Differentiated from Administration Lemon - Lecture Bowl Clarification of the role of the supervisor as an agent for instructional improvement.
9:45 a.m.	Panel - Reaction to the Presentation Staff - Lecture Bowl
10:15 a.m.	COFFEE BREAK Fireside Lounge
10:45 a.m.	Small Group Discussion Staff - assigned rooms A model for classroom supervision. Presentation of procedures and techniques for supervising individual teachers.
12:00 a.m.	LUNCH Downstairs Cafeteria
1:00 p.m.	SSIM - Harris - Alumni Demonstration Reading Lesson. Presentation of a model reading lesson using an artificial orthography. Students experience the frustrations of being a beginning reader.
1:30 p.m.	SSIM - Johnson - Alumni Evaluation as a process for improvement of instruction.
2:00 p.m.	SSIM - Adamson - Medora Parent Programs. Why have, how to have and example of a workshop for parents.
2:30 p.m.	SSIM - Jensen - Red The Writing of Evaluation Reports.
3:00 p.m.	SSIM - Lemon - Missouri Decision Making - Part II. An examination of the process for decision making.
3:30 p.m.	SSIM - Smith - Alumni Informal means for measuring reading behavior.

(continued)

August 13, 1970 (cont'd.)

5:00 p.m. DINNER
Downstairs Cafeteria

The participant is reminded that he is to select a minimum of ONE SSIM each day.

COFFEE AVAILABLE THROUGHOUT THE AFTERNOON AT THE FIRESIDE LOUNGE

Administrators Workshop Schedule (Cont'd.) FRIDAY, AUGUST 14, 1970

8:00 a.m.	BREAKFAST Downstairs Cafeteria
9:00 a.m.	Procedures for Selecting Materials for Disadvantaged Adamson - Lecture Bowl
9:45 a.m.	Panel - Reaction to the Presentation Staff - Lecture Bowl
10:15 a.m.	COFFEE BREAK Fireside Lounge
10:45 a.m.	Process Evaluation - (Evaluation of Procedures) Staff - Lecture Bowl A monitoring system must be established to check on the procedures of a program. That ought to be part of every evaluation report.
11:30 a.m.	Small Group Discussion Staff - assigned rooms
12:00 a.m.	PICNIC LUNCH Location to be announced

Administrators Workshop Schedule (Cont'd.) MONDAY, AUGUST 17, 1970

8:00 a.m. BREAKFAST
Downstairs Cafeteria

9:00 a.m. Demonstration Lesson - Reading
Harris - Lecture Bowl
Use of a short story by James Michner to demonstrate a Guided Reading Lesson. The main objective - to illustrate techniques for teaching critical reading.

10:00 a.m. COFFEE BREAK
Fireside Lounge

10:15 a.m. Formal and Informal Assessment
Smith - River Valley Room
Standardized normed tests provide practically no diagnostic data. Informal measures are needed to provide evaluation of specific criteria.

12:00 a.m. LUNCH
Downstairs Cafeteria

1:00 p.m. SSIM - Adamson - Medora
Interpretation of Diagnostic Tests.

1:45 p.m. SSIM - Lemon - Missouri
Decision Making - Part III. Establishing criteria for decision making.

2:30 p.m. SSIM - Smith - Alumni
How to observe reading errors through an Informal Reading Inventory.

3:15 p.m. SSIM - Harris - Alumni
Phonics in Proper Perspective. Phonics as one component of a total word recognition program. The place of phonics in remedial reading programs.

5:00 p.m. DINNER
Downstairs Cafeteria

The participant is reminded that he is to select a minimum of ONE SSIM each day.

COFFEE AVAILABLE THROUGHOUT THE AFTERNOON AT THE FIRESIDE LOUNGE

Administrators Workshop Schedule (Cont'd.) TUESDAY, AUGUST 18, 1970

8:00 a.m.	BREAKFAST Downstairs Cafeteria
9:00 a.m.	Measurement vs. Evaluation Illustration of Evaluation Scheme Johnson - Lecture Bowl A distinction between measurement and evaluation. and establishment of their relationship. Presentation of a scheme or structure which could be used to effectively plan and carry out the evaluation of a Title I project.
10:30 a.m.	COFFEE BREAK Fireside Lounge
10:45 a.m.	Selection of Material for Rural Disadvantaged Adamson - Lecture Bowl How to determine if material is worthy of purchase.
12:00 a.m.	LUNCH Downstairs Cafeteria
12:45 p.m.	SSIM - Johnson - Summit Explanation of the state requirements for the submission of evaluation plans.
1:30 p.m.	SSIM - Lemon - Sioux Decision Making - Part IV. Establishing priorities in the decision making process. Particular implications for instructional decisions.
2:15 p.m.	SSIM - Smith - Mandan Organizing reading classrooms and reading clinics.
3:00 p.m.	SSIM - Harris - Mandan Critical Incidents in Teaching. Use of Gliesman films from Holt, Rinehart and Winston to discuss critical incidents in teaching. Discussion of the teacher's role as a decision maker.
3:45 p.m.	SSIM - Adamson - River Valley Analyzing educational material.
5:00 p.m.	DINNER Downstairs Cafeteria

COFFEE AVAILABLE THROUGHOUT THE AFTERNOON AT THE FIRESIDE LOUNGE

Administrators Workshop Schedule (Cont'd.) WEDNESDAY, AUGUST 19, 1970

8:00 a.m.	BREAKFAST Downstairs Cafeteria
9:00 a.m.	A Post Conference Role-Played followed by discussion Lemon and Harris - River Valley The role of the teacher in a conference portrayed by Dr. Harris; the role of the supervisor by Dr. Lemon.
10:30 a.m.	COFFEE BREAK Fireside Lounge
10:45 a.m.	Evaluation of Facilities Materials and Interaction Smith - River Valley A scheme provided for evaluating materials and interaction as they are found in the classroom.
12:00 a.m.	LUNCH Downstairs Cafeteria
12:45 p.m.	SSIM - Lemon - Sioux Decision Making - Part V. A discussion of substantive issues in decision making such as planning and executing.
1:30 p.m.	SSIM - Smith - Mandan How to Develop a Time-Task Analysis Line for Instruction.
2:15 p.m.	SSIM - Harris - Mandan Reading Readiness. Discussion of when reading instruction should begin. Interaction of heredity and environment.
3:00 p.m.	SSIM - Adamson - River Valley Retrieval of materials by using the Prescriptive Materials Retrieval System.
3:45 p.m.	SSIM - Johnson - Summit Practice and direction in the actual writing of behavioral objectives by those involved in planning Title I programs.
5:00 p.m.	DINNER Downstairs Cafeteria

COFFEE AVAILABLE THROUGHOUT THE AFTERNOON AT THE FIRESIDE LOUNGE

Administrators Workshop Schedule (Cont'd.) THURSDAY, AUGUST 20, 1970

8:00 a.m.	BREAKFAST Downstairs Cafeteria
9:00 a.m.	Supervision and Change Lemon - Lecture Bowl Implications for improvement of instruction and a discussion of the supervisory role.
10:00 a.m.	COFFEE BREAK Fireside Lounge
10:15 a.m.	Interaction Analysis Johnson - River Valley An explanation of Interaction Analysis and the possibility of ways in which to use this classroom observation technique. Brief discussion of other instruments which could be used to measure affective behavior.
11:30 a.m.	Levels of Questioning Smith - River Valley Presentation of a system for asking questions. Children's thinking patterns are related to the kinds of questions teachers regularly pose.
12:00 a.m.	LUNCH Downstairs Cafeteria
12:45 p.m.	SSIM - Smith - Alumni Reading Skills and Programs: Questions and Answers.
1:30 p.m.	SSIM - Harris - Alumni Question and Answer Period.
2:15 p.m.	SSIM - Adamson - Medora Retrieval of materials by using the Prescriptive Materials Retrieval System.
3:00 p.m.	SSIM - Johnson - Agassiz Practice and direction in writing of behavioral objectives.
3:45 p.m.	SSIM - Lemon - Missouri Decision Making - Part VI. Practical issues in decision making.
5:00 p.m.	DINNER Downstairs Cafeteria

COFFEE AVAILABLE THROUGHOUT THE AFTERNOON AT THE FIRESIDE LOUNGE

Administrators Workshop Schedule (Cont'd.) FRIDAY, AUGUST 21, 1970

8:00 a.m.	BREAKFAST Downstairs Cafeteria
9:00 a.m.	Programming a Child - Diagnosis Adamson - Lecture Bowl Slide presentation of how to plan remediation of educational problem, using actual case.
10:00 a.m.	COFFEE BREAK AND CONFERENCES
11:00 a.m.	Relevance of Concepts from Conference and Formal Reaction Staff - River Valley
12:00 a.m.	LUNCH Downstairs Cafeteria

The State Department of Public Instruction made funds available to support one hundred (100) participants at this workshop. It was anticipated that there would be more than one hundred (100) applicants. Exactly half (½) that number of qualified persons applied and all were invited to participate. Of the fifty (50) applicants, twenty-six (26) registered. One (1) of the twenty-six (26) participants did not complete as much as a week of the workshop and no official record of his attendance is kept by the University.

Table I, which follows, describes the participation of the remaining twenty-five (25) enrollees.

TABLE I

CATEGORIZATION OF PARTICIPANTS AND OF CREDITS SOUGHT BY DIFFERENT GROUPS

	Less than one week	One full week	Two full weeks	Totals	Audit	Academic Credit	Total
Superintendents	1	3	9	13	5	7	12
High School Principals	0	0	4	4	1	3	4
Elementary School Principals	0	1	6	7	1	6	7
Business Managers	0	2	0	2	2	0	2
State Department Personnel	3	0	0	3	0	0	0
Totals	4	6	19	29	9	16	25

Those participating for less than one week were not enrolled for either audit or academic credit.

Process evaluation was built into the workshop design in three ways. First, participants could, based on the experiences of the preceding day, request that staff members present specific kinds of information in the afternoon SSIM (Self Selected Instruction Module) sessions. These requests represented a cycling-in of needs recognized by participants as they moved through the workshop program. In so far as this writer is aware, no participant requested a presentation which was not supplied.

Second, each participant was required to keep a daily log. The participant was to record the most significant things he learned during the day, his learning objectives for the next day, and his general reactions to the workshop and the way it was proceeding. Each staff member, serving as an advisor to several participants, read the logs daily and returned them with his comments added. This provided the staff with important feedback which was used in the recycling process.

Third, the staff evaluated the progress of the workshop late in the first week. Based on their evaluation, the second week of workshop activities was adjusted to better meet the needs and objectives of the participants; thus, the evaluation process built into the workshop resulted in a recycling of program content.

A final evaluation was conducted jointly by the staff and the participants. The following points were in general agreement:

Relative strengths:

1. The workshop was well organized.
2. The general sessions in the mornings were informative.

3. The general sessions in the mornings served as a springboard for many of the SSIM sessions in the afternoon.

4. Both staff and participant interaction provided a source of pertinent and practical ideas in the areas of supervision and program content.

5. The feedback system, via the daily log, was considered to be valuable.

6. The afternoon SSIM sessions, dealing with specific problems, were particularly popular. Each participant was to select a minimum of one SSIM daily and most participants selected three or more.

7. Most participants felt they gained both the techniques and the confidence necessary for successful supervision of classroom teachers.

8. Participants indicated that the staff did a good job of providing motivation for learning.

9. Participants indicated that the written materials (handouts) were considered to be quite useful.

10. Assistance in location of sources from which additional information could be obtained was good.

11. Bringing authorities from outside North Dakota to serve in a consultant capacity was considered by most participants to be a significant advantage.

12. Participants felt that the emphasis of the workshop had been on practical things and would therefore be useful.

Relative weaknesses:

13. The mechanics of Title I were not covered in sufficient detail.

14. The first two days of the workshop did not help the participants to identify their own needs and to develop procedures for meeting those needs.

15. The need for "scholarly work" seemed to intimidate many participants. This criteria was only applied to those seeking academic credit.

16. The need to clarify the purpose of the workshop, especially in terms of who and what a supervisor is and does, was not satisfactorily dealt with early enough.

17. More elementary school principals should have been in attendance since most Title I projects are supervised by elementary principals.

The following specific objectives were evaluated by participants as follows:

Objective I. Each participant will be able to define the role which a supervisor plays in a Title I program.

Evaluation Statement I. Participants felt that they could define the role which supervisors play in a Title I program to the satisfaction of the workshop staff.

Objective II. Each participant will develop effective strategies and tactics for successful supervision.

Evaluation Statement II. Participants felt they had developed, during the workshop, effective strategies and tactics for successful supervision. Particular attention by participants was given toward looking for specific as well as general behaviors.

Objective III. Each participant will develop the skills necessary for effective and relevant evaluation of programs for disadvantaged students.

Evaluation Statement III. Participants felt they could write objectives which were more meaningful (behavioral objectives) because these objectives focused on desired outcomes which could be measured. The implication is that measured performance is easier to evaluate correctly.

Objective IV. Each participant will acquire the skills necessary for the assessment of school-wide needs.

Evaluation Statement IV. Participants felt that they did not acquire the skills necessary for assessment of school-wide needs from their participation in this workshop. They felt the objective itself was too broad. Most participants felt that they needed guidelines rather than skills for assessing school-wide needs.

Objective V. Each participant will acquire the skills necessary for the development of selection criteria with which to identify participants of programs for disadvantaged children.

Evaluation Statement V. Participants indicated they felt more competent to develop selection criteria and better able to identify

an appropriate group of children based on these criteria in terms of programs for the disadvantaged. Participants felt particularly better able to do these tasks in the area of reading.

Objective VI. Each participant will be able to identify the relationship of programs for disadvantaged to the overall curricular programs.

Evaluation Statement VI. Participants felt that the workshop did not deal with the relationships between programs for the disadvantaged and the overall school program.

Objective VII. Each participant will be able to identify appropriate teaching methods to be used by teachers of disadvantaged students.

Evaluation Statement VII. Participants felt the general methods for working with disadvantaged children were clarified. They felt a need for the general methods to be followed by specific methods in each instructional area.

There are a number of other observations which provide insight into the value of the workshop. It soon became apparent to participants that there was a "hidden objective:"

> Each participant will (a) develop a more positive attitude toward himself in terms of his ability to effectively supervise teachers, and (b) this more positive attitude will result in a change in the participants supervisory behavior, both in degree and kind.

The staff felt, based on various kinds of feedback, that this objective was achieved. Further, the staff felt the participants generally

exhibited interest and enthusiasm.

A number of observers, including several persons from the State Department of Public Instruction, felt the workshop was quite valuable and should be continued. However, a major problem, which was a disappointment to all concerned, was the small attendance. This raises the question of whether another such workshop should be organized.

Several people pointed out that this workshop was the first effort to reach supervisors of Title I projects, and there was a need to allow the project time to grow and develop. Participants at the workshop suggested that the timing of the workshop was not good, but they could not offer a more constructive time sequence.

It seems that the workshop was both successful and unsuccessful. The balance between success and lack of success was heavy on the positive side. Those who participated generally felt the experience was quite valuable and would be worthwhile again. It seems to this co-director that a second effort to conduct a workshop for Title I Supervisors in North Dakota would be a good investment, but with better publicity and a greater urging of Title I Supervisors to attend.

STATEMENT OF AGREEMENT BETWEEN PUBLIC AND NON-PUBLIC SCHOOLS FOR COORDINATION OF PROJECTS TO BE FUNDED UNDER TITLE I, E.S.E.A.

THIS AGREEMENT entered into this _____ day of _____, 19___, between the _____ district, a local educational agency within the meaning of Title I, Elementary and Secondary Education Act of 1965 (P.L. 89-10, 79 State. 29), hereinafter referred to as the LEA, and the non-public school(s) within the LEA and named below in paragraph one (1) for the purpose of implementing the provisions of said Act relating to aid to educationally deprived children, with provisions, terms conditions, and mutual agreements, as follows:

1. Parties to agreement:

A. _____
(Official Name of Local Educational Agency)

_____
(Mailing Address of LEA) (Phone Number of LEA)

_____
(Name of Authorized Representative of LEA) (Title of Auth. Rep.)

B. Legal name(s) of all non-public school(s) enrolling pupils residing in eligible LEA attendance centers:

1. _____
(Name of Non-Public School) (Address of Non-Public School)

_____
(Name & Title of Authorized Rep. of Non-Public School) (Phone #)

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

2. The duration of the agreement shall be from _____ to _____.

3. The activities covered by this agreement shall be administered and supervised by the LEA through its authorized representative.

4. The purpose of the agreement is to provide educational services for educationally deprived children enrolled in the non-public schools.

5. All activities covered by this agreement shall be financed by Title I funds allocated to the LEA and approved for use in a Title I project by the State Educational Agency.

6. This agreement may be terminated by mutual consent of the signers at any time during the school year except that any one or more of the non-public schools listed in paragraph one (1) may withdraw from the program by an agreement executed by such a school or schools and LEA. Title to all property purchased for use in Title I projects is vested in the LEA and shall be removed from the premises of the non-public school(s) at the completion of project activities.

7. All Title I project applications covered by this agreement must be in accordance with provisions of the Federal Act P.L. 89-10, implementing pertinent state statutes and pertinent opinions of the Attorney General.

8. The parties hereto shall cooperate with existing Community Action Agencies prior to the preparation and filing of the Title I application.

9. Before entry into force, this agreement must be approved by the State Department of Public Instruction.

10. $_____ Total amount of money allocated to LEA this current year.

11. LEA ATTENDANCE CENTERS ELIGIBLE FOR TITLE I PROJECTS

	Name of the School	Total Enroll.	# Educ. Deprived
1.			
2.			
3.			
4.			
5.			
6.			

12. NON-PUBLIC SCHOOLS ENROLLING PUPILS RESIDING IN ELIGIBLE LEAS ATTENDANCE CENTERS

	Name of the School	Total # Residing in LEA	# Educ. Deprived
1.			
2.			
3.			
4.			
5.			
6.			

13. TITLE OF PROJECT OF LEA DURING CURRENT YEAR.

	NUMBER OF JOINT MEETINGS WITH NON-PUBLIC SCHOOL IN PLANNING THE PROJECT

14. The following services will be made available to non-public school children residing in eligible public school attendance areas.

	Name of Service	Provided in Public School	Provided in Non-Pub. School	Hours or Extent of Service
1.				
2.				
3.				
4.				
5.				

15. ☐ Yes ☐ No. Will movable equipment and materials be loaned to non-public schools during the length of the project?

	Name of Major Items	No. Items	Approximate Cost
1.			
2.			
3.			
4.			
5.			
6.			
7.			

16. If services (remedical, therapeutic, health, welfare, guidance, and counseling) are offered in the non-public schools or if equipment is loaned, such schools agree to:

    a. Provided available facilities for implementation of project activities.
    b. Limit participation to those children identified as eligible for the stated activity.
    c. Cooperated in evaluation procedures set up by the LEA.
    d. Comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) as attested by completing and filing with the LEA for HEW-441.

17. Comments pertinent to this project affecting the agreement:

18.

AFFIDAVIT: The terms of this agreement are understood and mutually acceptable.

_____
(Signature of Authorized LEA Rep.) (Date Signed)

_____
(Signature of Auth. Non-Public Rep.) (Date Signed)

Note: In case of Catholic Non-Public Schools, this agreement is signed by the Superintendent of Schools of the Diocese in which the LEA is located.

FOR STATE USE ONLY:

Approved this _____ day of _____, 19___, State Department of Public Instruction

By _____

April 4, 1969

Mr. Martin N. B. Holm

Area Director, Aberdeen, South Dakota 57401

Attention: Division of Education

Dear Mr. Holm:

We have been in contact with the University of North Dakota's New School, Behaviorial Studies in Education, concerning training teacher aides and teachers for degrees in education.

The New School Program has many new concepts in teacher training and teaching which appear to meet individual needs of students. This program, through the University, will assist in getting Indian teachers in Indian classrooms--a goal which the Bureau of Indian Affairs has been striving for.

The program will include teaching degrees for approximately fourteen teacher aides in from three to four years, while they are employed as aides in our school; Masters Degrees in Elementary Education for four Bureau of Indian Affairs teachers; Masters Degree and Bachelors Degree In Special Education for two public school teachers. This will be at no cost to the Bureau of Indian Affairs, except to grant normal educational leave to teachers, hire the aides and allow them to attend from ten to twelve weeks of school during regular school year at the University and commit space for teacher aide training during summer months at the Turtle Mountain Community School, Belcourt, North Dakota.

The following programs have been outlined as follows:

1. Teacher Aide Undergraduate Program (Tentative)

July	Two weeks of orientation on University of North Dakota campus.
September 1 through 19	Function as teacher aides at Belcourt.
September 22 through October 17	Intensive study on University of North Dakota campus.

October 20 through January 9	Function as teacher aides at Belcourt.
January 12 through February 6	Intensive study on University of North Dakota campus.
February 9 through April 3	Function as teacher aides at Belcourt.
April 6 through May 1	Intensive study on University of North Dakota campus.
May 4 to end of school year	Function as teacher aides at Belcourt.
June through August	8-week summer session at Belcourt.

This is a tentative yearly schedule which can be repeated each year the teacher aide is in the New School Program.

During the periods of time the 14 students are functioning as teacher aides at Belcourt, they will take part in an on-going instructional program involving New School masters level interns and University staff members. While on campus, they will be involved in intensive academic study and engaged in activities with other New School undergraduates.

The above program may be completed in a minimal three-year period, depending on the individual. Each teacher aide will work on an individual basis and complete the necessary work as she can. Tuition and fees will be paid by the University. Teacher aides will be in pay status during regular school year and receive regular salary. They will not be in pay status during the summer.

2. Mastor's Program

The following teachers have indicated an interest in this program: Ida M. Solberg - second grade; Helen V. Guilbert - third grade; Rita S. Brown - fourth grade; Dorothy D. Cwach - fourth grade.

They would attend two summer sessions and serve an internship at Belcourt for one school year between these summer sessions. They would take regular educational leave during the summer months and attend the University of North Dakota. No additional cost or time away from their duty station is anticipated. It is understood that the purpose of the program is to better prepare themselves as teachers and, secondary, to obtain their Master's Degree in Elementary Education.

3. School Board Undergraduate Program

Mary C. Seratzki, a Special Education teacher employed by the Couture School District, is making application. The school district will pay a prorated amount to the University. Miss Seratzki will receive a fellowship while attending school at the University of North Dakota and, under the New School Program, a Special Education teacher, with a degree, will be sent to serve her internship at Belcourt. This will be at no expense to the school district. Miss Seratzki will sign a contract to teach for one year at Belcourt after completion of her studies. In effect, the school district will have the services of one degree person for less money than they are presently paying a non-degree teacher.

4. School Board Graduate Program

Dorothy J. Guderjohn, presently employed by the Couture School District, has indicated an interest in the program. The school district would prorate her salary to the University; however, due to the fact that she is married and has a family, she would have to do her internship at Belcourt. Mrs. Guderjohn would attend two summer sessions and serve her internship between the summer sessions. She will receive a fellowship while attending school at the University. Again, the school district will obtain a qualified teacher for less money.

The University staff wishes to assist in the education of Indian children through areas of teacher training. They are willing to develop flexible programs for people that have a desire for a better education and give the educational program more relevancy than the typical college program. These people will have a say in planning their program, with consideration to be given for not disrupting the lives of the above-mentioned people.

We request that permission be given to go ahead with this program. We feel it is important to keep people in this community and give then a good education.

We are planning another meeting with either Dr. Perrone or Dr. Strandberg, at Belcourt, to start taking applications from teacher aides. The teachers have submitted applications for admission to the New School. We plan to involve some Community Action Program aides if they wish to participate and the program can be developed.

Sincerely yours,

David N. Burch, Principal
Turtle Mountain Community School

Concurred:

J. Boarghost
Reservation Principal
DNBurch:mac

The University of North Dakota

GRAND FORKS 58201

NEW SCHOOL
Behavioral Studies in Education

Warren Flensburg
10 days 28 March 69

February 21, 1969

Mr. David Burch
Turtle Mountain Schools
Belcourt, North Dakota 58316

Dear David:

Application materials for the Graduate School have been sent under separate cover. I have enclosed, in this letter, application forms for the New School which should be sent to the New School. The Graduate application forms must go to the Graduate School.

Rather then outline everything pertinent to the fifth-year program, I would prefer to visit Belcourt so that we could discuss it in detail. (Enclosed are copies of the graduate program.)

The following is a tentative schedule for the Indian-aides in the undergraduate program. (Subsequent years of the program would follow a similar pattern.)

July	-	2 weeks of orientation on the UND campus
Sept. 1-19	-	Function as teacher-aides, Belcourt
Sept. 22 - Oct. 17	-	Intensive study on the UND campus
Oct. 20 - Jan. 9	-	Function as teacher-aides, Belcourt
Jan. 12 - Feb. 6 (4 weeks)	-	Intensive study on the UND campus
Feb. 9 - Apr. 3 (8 weeks)	-	Function as teacher-aides, Belcourt
Apr. 6 - May 1 (4 weeks)	-	Intensive study on the UND campus
May 4 - End of School year	-	Function as teacher-aides, Belcourt
June - August (8 week summer session)	-	Summer session, Belcourt

Mr. David Burch

February 21, 1969

During the periods of time when the fourteen students are functioning as teacher-aides, they will take part in an ongoing instructional program involving New School master's level interns and University staff members. While on campus, they will be involved in intensive academic study and engaged in activities with other New School undergraduates.

The foregoing is envisioned minimally as a three-year program. A Bachelor of Science in Education degree (elementary education) and certification will be awarded upon successful completion of the program.

The following are the financial needs for the Indian-aide, undergraduate program:

	BIA Title III funds
Teacher-aide function	
On campus study (2 weeks - summer 1969, 12 weeks during school year, 8 weeks summer session @ $75.00 per week for 15 individuals)	24,750*
Tuition and Fees ($450 per year per student - UND will take care of this)	
Room and Board (14 weeks on UND campus at the rate of $20.00 per week)	5,700*
Transportation of students between UND and Belcourt ($40.00 per student)	600
	$31,050

* This could come, with the possible exception of the summer session, from Title I and III funds supporting the teacher-aides. The aides would not be at Belcourt performing aide-functions. However, it could be argued that their study at the University continually increases their effectiveness during the periods when they are at Belcourt. It is also possible for the fifteen to be replaced by UND undergraduates during the periods in question.

Mr. David Burch February 21, 1969

We need to discuss the foregoing, Dave. I don't think it is as bad as it looks.

Best personal wishes!

Regards,

Vito Perrone

ds

Enclosures

IN REPLY REFER TO:
Education

UNITED STATES
DEPARTMENT OF THE INTERIOR

BUREAU OF INDIAN AFFAIRS

TURTLE MOUNTAIN AGENCY

BELCOURT, NORTH DAKOTA 58316

June 11, 1969

Mr. Warren Pederson, Title I Coordinator
Department of Public Instruction
Bismarck, North Dakota 58501

Dear Mr. Pederson:

I was in contact with your office recently and promised to submit this letter requesting consideration for this type of program before the actual project was written.

Enclosed is a copy of the letter written to Mr. Martin N. B. Holm, Area Director, Aberdeen Area Office, and his reply. The letter to Mr. Holm explains the total program that we shall enter into this coming year. This should give you our total plans for next year.

We are particularly interested in hiring 14 teacher aides starting the first of September until the end of May under the State Title I Program. As you can tell from the attached letter, these people will function as teacher aides and, during three periods of time, receive on-campus trainine at the University of North Dakota. The total cost of this component is $55,493. According to your allocation for Couture and Ingebretson School Districts, we are to receive $53,103.

We have hired these people for the past three years under the Bureau Title I Program. It appears this year that money may not be available until October or November. It is imperative that we hire the aides the first of September. We realize that, normally, you only approve teacher aides on a one-teacher, one-aide basis; however, because of the amount of in-service training, the potential for development of Indian teachers and the raise of levels of aspirations for these people, we hope you can give consideration for such a program.

It is hoped that we can train these people as teachers and hire them as teachers within four or five years, depending on their ability and former college training. I might add the enthusiasm among the aides is extremely high and they are looking forward to this program.

JUN 12 1969

There will be no expense to Title I for the July orientation nor the eight-week summer session at Belcourt.

The letter from Dr. Perrone indicates their interest; however, the dates of attendance and cost are tentative and have been changed since the letter was written.

The only foreseeable problem we now face is getting the teacher aides to enroll at the University. Arrangements have been made for enrollment, the aides have letters of acceptance (see attached letter for Mrs. Belgarde) and the Aberdeen Area Office and the University of North Dakota are making arrangements for payment for the two-week orientation program.

Your consideration and immediate response will be greatly appreciated in order to submit our Title I Program.

Sincerely yours,

David N. Burch
Acting Reservation Principal

Enclosures

The University of North Dakota

GRAND FORKS 58201

OFFICE OF ADMISSIONS

May 23, 1969

Mrs. Gaylene L. Belgarde
P. O. Box 151
Belcourt, North Dakota 58316

Dear Mrs. Belgarde:

It is a pleasure to inform you that you have been accepted for admission into the University of North Dakota for the First Semester, 1969-70. You will enroll in the University College but will be counselled by Dr. Strandberg of the New School of Behavorial Sciences.

You will receive further information regarding your enrollment and summer orientation session from the Dean of the New School.

Housing arrangements in University dormitories for the times when you are on campus will also be made through the New School.

I hope that your experience at the University of North Dakota will be both profitable and enjoyable. If you need further assistance, please feel free to write to those persons at the New School with whom you have been in contact.

Sincerely,

Ruby M. McKenzie

Ruby M. McKenzie
Director of Admissions

sg

P.S. Please request the Registrar at the State School of Forestry to forward a transcript of the credits you have earned there directly to this office.

UNITED STATES
DEPARTMENT OF THE INTERIOR
BUREAU OF INDIAN AFFAIRS
ABERDEEN AREA OFFICE
820 SOUTH MAIN
ABERDEEN, SOUTH DAKOTA
57401

IN REPLY REFER TO:
Education

RECEIVED
APR 10 1969
TURTLE MOUNTAIN AGENCY
BELCOURT, NORTH DAKOTA

APR 9 1969

Mr. Duane C. Moxon

Superintendent, Turtle Mountain Agency

Dear Mr. Moxon:

This office has reviewed the training programs for Turtle Mountain Community School teachers and teacher aides as outlined in your letter of April 4, 1969. The University of North Dakota, you, and your staff are to be commended for your efforts in making these programs available to the Turtle Mountain Community School staff.

This is precisely the type of assistance and cooperation we should be seeking from our universities. It will, we believe, insure an adequate supply of well-qualified teachers trained to meet the special needs of Turtle Mountain Community School students.

We see no reason why approval for the Master's Program and the School Board Graduate and Undergraduate Programs cannot be given now. Final approval of the Teacher Aide Undergraduate Program, however, cannot be given until the Bureau's eligibility for Title I funds is established and projects are approved. We have been informed that legislation will be needed in order for Bureau scho ls to continue their eligibility.

All of the proposed programs have our support. We are hopeful that all can be implemented.

Sincerely yours,

Martin N. B. Holm

Area Director

A. R. NELTOSS
DEPUTY

R. W. DAHOS
ADMINISTRATIVE ASST.

THE STATE OF NORTH DAKOTA

Department of Public Instruction

M. F. PETERSON, SUPERINTENDENT
BISMARCK, NORTH DAKOTA 58501

RICHARD K. KLEIN
ASSISTANT

H. J. SNORTLAND
ASSISTANT

July 21, 1970

TO: Title I Superintendents

FROM: Warren Pederson, Title I Coordinator

SUBJECT: Parent Involvement

Each School District has received from our office a copy of Program Guide No. 44, dated March 18,1969, signed by the United States Commissioner of Education. On page 13 of that document is the admonition that project approval will depend upon the applicant's demonstrating that parental involvement has been implemented.

The United States Office of Education expressed further concern for parental involvement subsequent in Program Guides (No.'s, 46 and 46-A) and in these suggested the following option for meeting Federal requirements.

A. Utilization of existing committees or groups with adequate community and parent representation.

B. Modifcation of existing organizations to provide for such representation.

C. Arranging for public meetings in which interested community and parent representatives may take part in development.

Parents should be involved for better reasons than merely fulfilling a requirement of the Office of Education. Involvement should be considered as a valuable addition to Title I projects because it can build interest among those parents whose children are achieving one or more years below grade level in their school work by:

1. Apprising the parents of the problems of educating their children.

2. Helping to explain the purposes of Title I programs.

3. Enlisting parents as team members in the formal education of their children.

4. Making parents aware that the professional staff is responsive to the felt needs of the parent.

The attached form meaningfully completed, must be returned with your FY '71 project application.

Failure to do so can only result in delay of approval.

"BUY NORTH DAKOTA PRODUCTS"

DEPARTMENT OF PUBLIC INSTRUCTION
M. F. PETERSON, SUPERINTENDENT
BISMARCK, NORTH DAKOTA 58501

Certificate of Parent Participation
(Return with FY '71 Title I Application Form)

District No._____District Name_____

Option (Check One)

( ) A. Utilization of existing committees

( ) B. Modification of existing organizations

( ) C. Arranging for Public Meetings

Please explain the participation and involvement of parents according to the option checked above or other ways parents of Title I children have been involved in this project.

_____
Authorized Representative

_____
Contact Person (if different from above)

" BUY NORTH DAKOTA PRODUCTS"

A STATISTICAL SUMMARY OF 1969-1970 PROJECTS

The data which follow are designed to provide at least a partial insight into the type of assistance which is being provided to North Dakota children as a result of Title I, ESEA. Information concerning teachers, participants, and analyses of instructional charts are included. The data are reported as of July, 1970, and are subject to minor budget revisions which may have been necessary at the close of the school year and during the summer term.

PERSONNEL

The personnel which were employed in Title I projects included many types of staff members; namely administrators, teachers, librarians, counselors, cooks, secretaries, and bus drivers, among others. No attempt was made to summarize all personnel, but, since reading instruction in the form of either remedial or basic skills help was a part of 89 per cent of the projects, these teachers were tabulated. The number of pre-school teachers was determined, since pre-school programs also received a large emphasis in the state. The results of this tabulation follow:

	Regular	Summer	Total
Remedial Reading Teachers	158	155	313
Basic Skills Teachers	342	389	731
Pre-School Teachers	115	54	169

ANALYSIS OF PUPIL PARTICIPATION

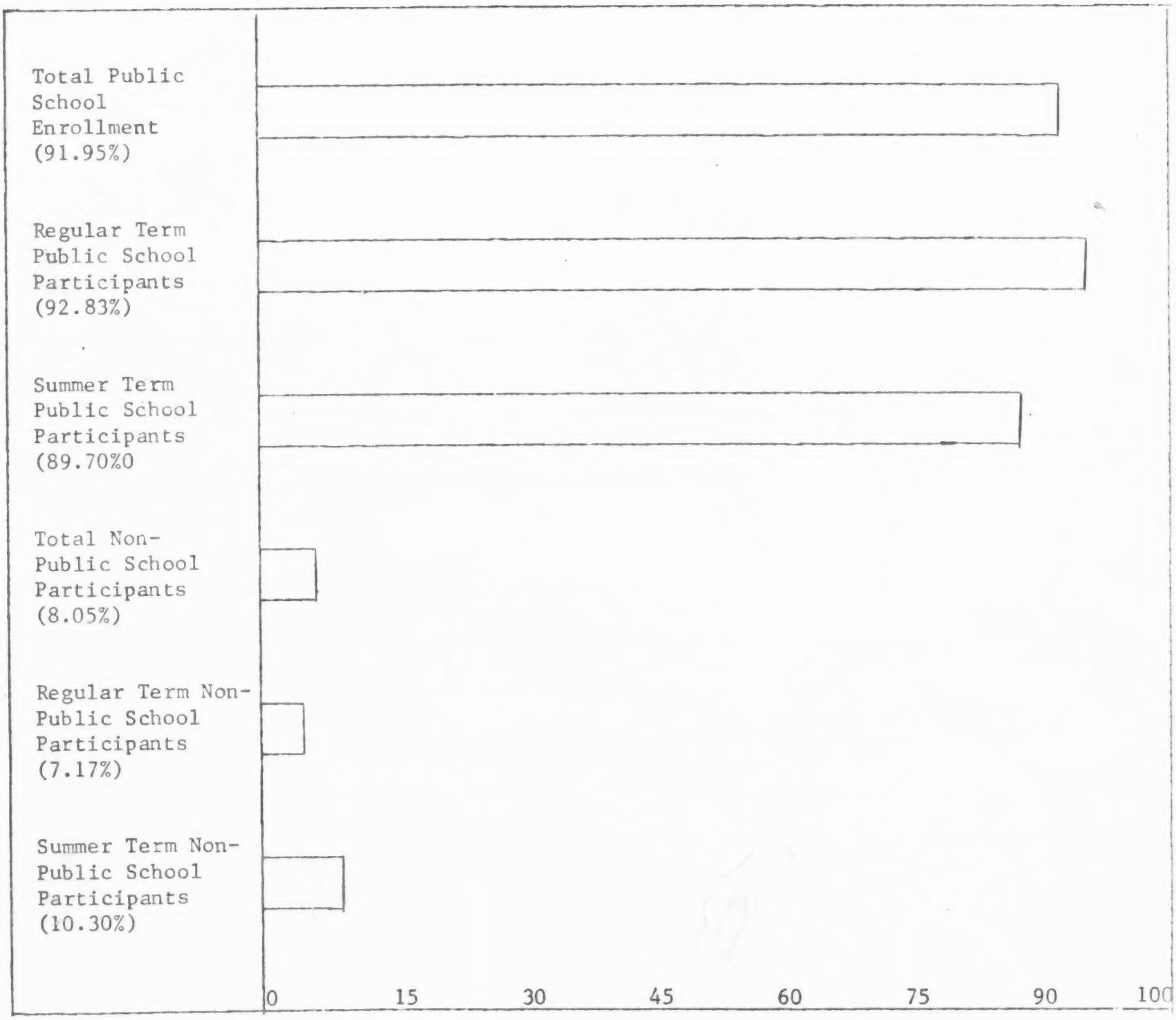
Information relative to the children participating in Title I was collected. These data were then compared with the total school enrollment with respect to grade level and public or non-public membership.

A chi-square test was employed to test the null hypothesis that there was no significant difference between the ratio of the two groups, total school population and Title I participants, as they concerned public and private school students. The resulting chi-squares of .68 for the summer term and .10 for the regular term were not significant at the .01 level of confidence with one degree of freedom. Therefore, it was concluded that public and non-public students were receiving equal opportunity to participate.

The chi-square test was also employed to test the null hypothesis that there was no significant difference between the ratio of total school population and Title I participants when they were categorized according to grade level. The resulting chi-squares of 15.89 for the summer term and 10.14 for the regular term were significant at the .01 level of confidence with one degree of freedom. Therefore, it was concluded that the elementary students were being emphasized in Title I programs in North Dakota. Graphs which present these data are on the following two pages.

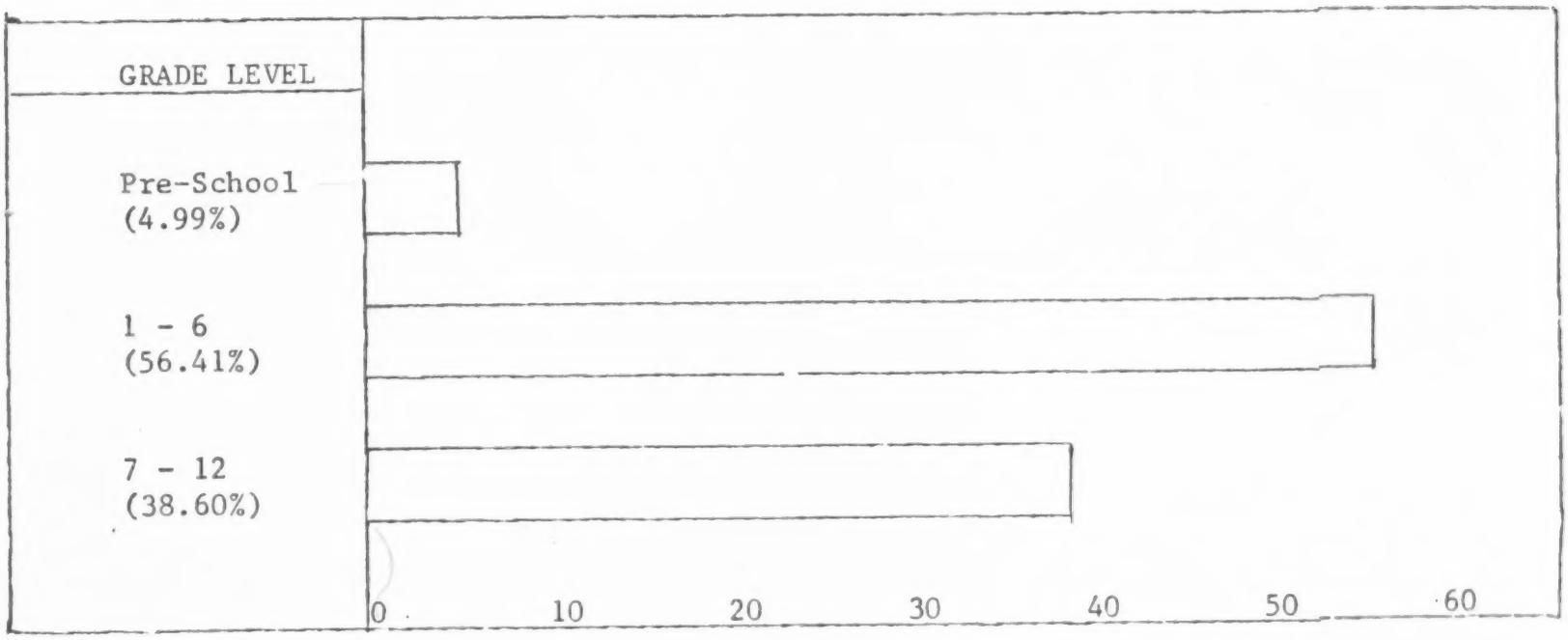
A COMPARISON OF PUBLIC AND NON-PUBLIC PUPIL
PARTICIPATION IN NORTH DAKOTA TITLE I PROJECTS

(In Percentages)



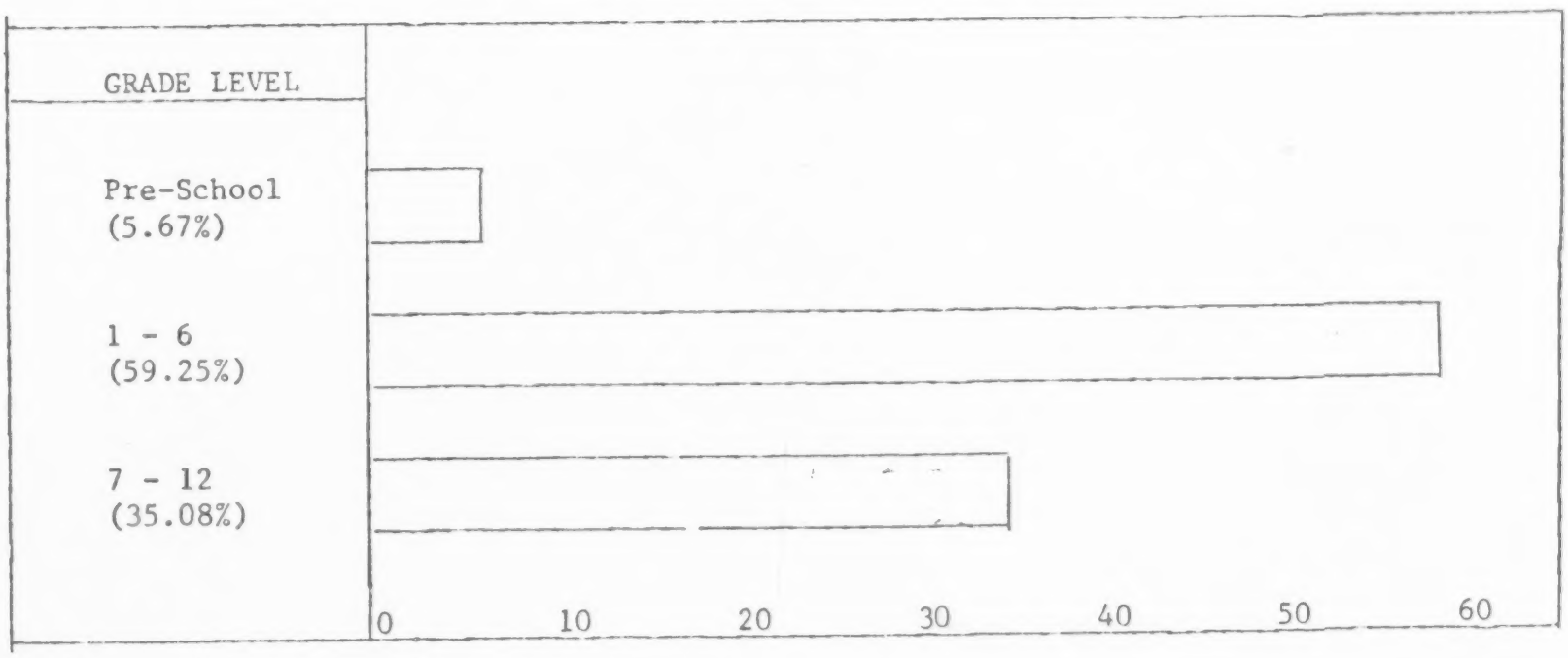
ANALYSIS OF STUDENTS PARTICIPATING
IN TITLE I REGULAR TERM PROJECTS

(In Percentages)



ANALYSIS OF STUDENTS PARTICIPATING
IN TITLE I SUMMER TERM PROJECTS

(In Percentages)



INSTRUCTIONAL ACTIVITIES

Summary data regarding costs in the various subject matter areas and the number of pupils served by instructional activity were maintained. Summer term programs and regular term programs were summarized separately and then totalled. Per-pupil-cost figures by instructional area were also calculated and all of these data are presented in Tables I through VI.

It can be readily observed that reading is the major emphasis of Title I projects in North Dakota. In fact, about 45 per cent of the instructional cost is expended for reading, mathematics, pre-school and physical education follow in terms of total cost. Tables I and II which follow summarize data for both regular and summer terms. Tables III and IV are concerned with regular term activities, and Table V and VI analyze the summer programs.

TABLE I

ANALYSIS OF INSTRUCTIONAL ACTIVITIES
FOR NORTH DAKOTA TITLE I PROJECTS

(Ranked According to Number of Students)

	Number of Pupils Served	Total Cost	Per Pupil Cost
Reading	17540	1,262,964.00	72.00
Physical Education	15464	201,381.00	13.02
Music	11089	167,324.00	15.09
Mathematics	6793	247,514.00	36.44
Art	4099	90,062.00	21.97
Pre-School	2845	234,081.00	82.28
Language Arts	2818	106,978.00	37.96
Social Science	2114	62,599.00	29.61
Natural Science	2040	49,720.00	24.37
Cultural Enrichment	1626	69,788.00	42.92
Speech	1242	41,221.00	33.19
Business Education	561	5,130.00	9.14
Second Language	424	9,271.00	21.87
Industrial Arts & Other Voc.	404	25,340.00	62.72
Handicapped	250	121,144.00	484.58
Home Economics	92	1,294.00	14.07
English	148	7,900.00	53.38
Other	891	105,655.00	118.58

TABLE II

ANALYSIS OF INSTRUCTIONAL ACTIVITIES
FOR NORTH DAKOTA TITLE I PROJECTS

(Ranked According to Total Cost)

	Number of Pupils Served	Total Cost	Per Pupil Cost
Reading	17540	1,262,964.00	72.00
Mathematics	6793	247,514.00	36.44
Pre-School	2845	234,081.00	82.28
Physical Education	15464	201,381.00	13.02
Music	11089	167,324.00	15.09
Handicapped	250	121,144.00	484.58
Language Arts	2818	106,978.00	37.96
Art	4099	90,062.00	21.97
Cultural Enrichment	1626	69,788.00	42.92
Social Science	2114	62,599.00	29.61
Natural Science	2040	49,720.00	24.37
Speech	1242	41,221.00	33.19
Industrial Arts & Other Voc.	404	25,340.00	62.72
Second Language	424	9,971.00	21.87
English	148	7,900.00	53.38
Business Education	561	5,130.00	9.14
Home Economics	92	1,294.00	14.07
Other	891	105,655.00	118.58

TABLE III

ANALYSIS OF REGULAR TERM
INSTRUCTIONAL ACTIVITIES

(Ranked According to Number of Students)

	Number of Pupils Served	Total Cost	Per Pupil Cost
Reading	11596	$1,028,882.00	88.73
Physical Education	9714	123,167.00	12.49
Music	8483	132,275.00	15.59
Mathematics	3204	153,352.00	47.86
Art	3186	74,096.00	23.39
Pre-School	2132	182,255.00	85.49
Social Science	1819	52,857.00	29.06
Language Arts	1568	75,161.00	47.93
Natural Science	1263	32,136.00	25.44
Cultural Enrichment	1053	35,085.00	33.32
Speech	851	24,953.00	29.32
Industrial Arts & Other Voc.	290	23,873.00	82.32
Handicapped	202	68,505.00	339.13
English	131	7,520.00	57.40
Second Language	94	1,992.00	21.19
Home Economics	92	1,294.00	14.07
Business Education	8	1,850.00	231.25
Other	715	101,769.00	142.33

TABLE IV

ANALYSIS OF REGULAR TERM
INSTRUCTIONAL ACTIVITIES

(Ranked According to Total Cost)

	Number of Pupils Served	Total Cost	Per Pupil Cost
Reading	11596	$1,028,882.00	88.73
Pre-School	2132	182,255.00	85.49
Mathematics	3204	153,352.00	47.86
Music	8483	132,275.00	15.59
Physical Education	9714	123,167.00	12.49
Language Arts	1568	75,161.00	47.93
Art	3186	74,096.00	23.39
Handicapped	202	68,505.00	339.13
Social Science	1819	52,857.00	29.06
Cultural Enrichment	1053	35,085.00	33.32
Natural Science	1263	32,136.00	25.44
Speech	851	24,953.00	29.32
Industrial Arts & Other Voc.	290	23,873.00	82.32
English	131	7,520.00	57.40
Second Language	94	1,992.00	21.19
Home Economics	92	1,294.00	14.07
Business Education	8	1,850.00	231.25
Other	715	101,769.00	142.33

TABLE V

ANALYSIS OF SUMMER TERM
INSTRUCTIONAL ACTIVITIES

(Ranked According to Number of Students)

	Number of Pupils Served	Total Cost	Per Pupil Cost
Physical Education	9714	$ 123,167.00	12.49
Reading	11596	1,028,882.00	88.73
Mathematics	3204	153,352.00	47.86
Music	8483	132,275.00	15.59
Language Arts	1568	75,161.00	47.93
Art	3186	74,096.00	23.39
Pre-School	2132	182,255.00	85.49
Natural Science	1263	32,136.00	25.44
Cultural Enrichment	1053	35,085.00	33.32
Business Education	8	1,850.00	231.25
Speech	851	24,953.00	29.32
Second Language	94	1,992.00	21.19
Social Science	1819	52,857.00	29.06
Industrial Arts & Other Voc.	290	23,873.00	82.32
Handicapped	202	68,505.00	339.13
English	131	7,520.00	57.40
Other	715	101,769.00	142.33

TABLE VI

ANALYSIS OF SUMMER TERM
INSTRUCTIONAL ACTIVITIES

(Ranked According to Total Cost)

	Number of Pupils Served	Total Cost	Per Pupil Cost
Reading	5890	$ 234,082.00	39.74
Mathematics	3589	94,161.00	26.24
Physical Education	6050	78,213.00	12.93
Handicapped	48	52,639.00	1096.65
Pre-School	838	51,826.00	61.84
Music	2906	35,049.00	12.06
Cultural Enrichment	573	34,703.00	60.56
Language Arts	1250	31,817.00	25.45
Natural Science	777	18,932.00	24.37
Speech	391	16,268.00	41.61
Art	931	15,966.00	17.15
Social Science	295	9,434.00	31.98
Second Language	330	7,279.00	22.06
Business Education	553	3,280.00	5.93
Industrial Arts & Other Voc.	105	1,466.00	13.97
English	17	380.00	22.35
Other	176	3,886.00	22.08